


TEXAS
EARLY COLLEGE
HIGH SCHOOL

ECHS Partnership

Texas Education Agency
Texas High School Project
www.txechs.com

Partnership: Learning Goals

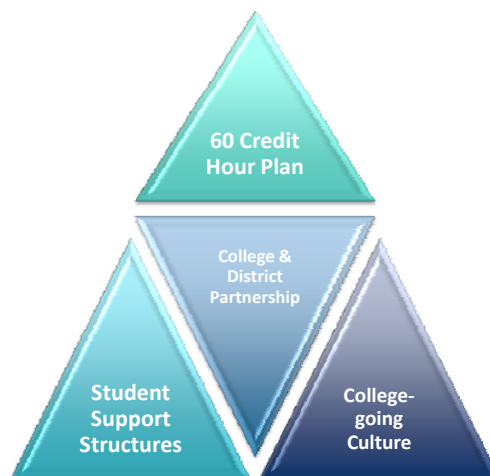
- 1 • Articulate the difference between dual credit partnerships and ECHS partnerships.
- 2 • Define partnership interactions that support and demonstrate the ECHS Core Principles.
- 3 • Document partnership agreements supportive of ECHS Design in an MOU.



Dual Credit Programs vs. ECHS

Dual Credit	ECHS
Program offered in districts	Small autonomous model school
Typically serves college-bound students	Designed to serve students underrepresented in higher ed.
College courses offered in 11-12 grade	Blended curriculum begins in 9 th grade
24 credit maximum	60 credit goal for all students, planned program of courses
Limited or no focus on academic services	Umbrella of shared services with academic and social supports
Student may be charged depending on cost arrangement	<u>Must</u> be no cost to students (tuition, fees, textbooks, entrance exams)

ECHS is more than Dual Credit



Partnership in Action: Demonstrating the ECHS Core Principles



Demonstrating the Core Principles

1

- Early College High Schools are committed to serving students underrepresented in higher education.



Demonstrating the Core Principles

Evidence of the principle in action may include:

- Goals and objectives related to enrolling underserved students and creating opportunities for them to succeed.
- Benchmarks, with multiple measures, related to the goals and objectives.
- The school uses data to examine student achievement, motivation, and engagement across race/ethnicity, income, gender, language, and other groups.
- The school surveys its students to learn if its efforts to provide a rigorous, engaging, motivating, and supportive environment are working.



Demonstrating the Core Principles

2

- Early college schools are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success.



Demonstrating the Core Principles

Evidence of the principle in action may include:

- Documentation of and communication about partnership governing body meetings and activities.
- Significant engagement of high school and college faculty in implementing the partnership plan is cultivated and evident (e.g., release time, stipends, tenure credit, PDP, recertification, etc.).
- College faculty members are regular members of key school committees around curriculum, assessment, evaluation, etc.
- College faculty members have partnership activities built into their job descriptions.



Demonstrating the Core Principles

3

- Early college schools and their postsecondary partners jointly develop an integrated academic plan so all students will earn one to two years of transferable college credit leading to college completion.



Demonstrating the Core Principles

Evidence of the principle in action may include:

- Annotated student work (with teacher comments and grades)
- Curriculum teams create curriculum scope and sequence for grades 6-14 or 9-14.
- Faculty committees study how high school course of study requirements and testing requirements blend with college courses.
- The curriculum builds students' capacity to work with increasing levels of independence and responsibility.
- Key faculty develops strategies to align required state and district tests with college entrance exams.



Demonstrating the Core Principles

Other forms of evidence might include:

- College readiness academic standards guide curriculum development.
- There is periodic joint review of course syllabi by college and school faculty to ensure they are college preparatory.
- All high school students receive personalized support in the college selection, admissions, and financial aid processes, including support in the completion of financial aid forms.
- A school-college team regularly analyzes multiple data to assess progress of all students being on track to be college-ready upon graduation, and uses this data to refine their overall plan and strategies.



Demonstrating the Core Principles

4

- Early college schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for postsecondary completion.



Demonstrating the Core Principles

Evidence of the principle in action may include:

- Each student is formally connected to a staff member who monitors the student's overall progress and consistently communicates with the student and family.
- There is a well-designed college orientation process for students taking college-level work in high school.
- College faculty and college students are involved in supporting ECHS students.
- The yearly calendar of the ECHS is flexible and can be adapted to the university calendar.
- The weekly and/or daily course schedule of the ECHS is flexible to ensure students are able to attend college courses.



Demonstrating the Core Principles

5

- Early college schools and their postsecondary and community partners work together with intermediaries to advocate for supportive policies and conditions for the early college high school movement.

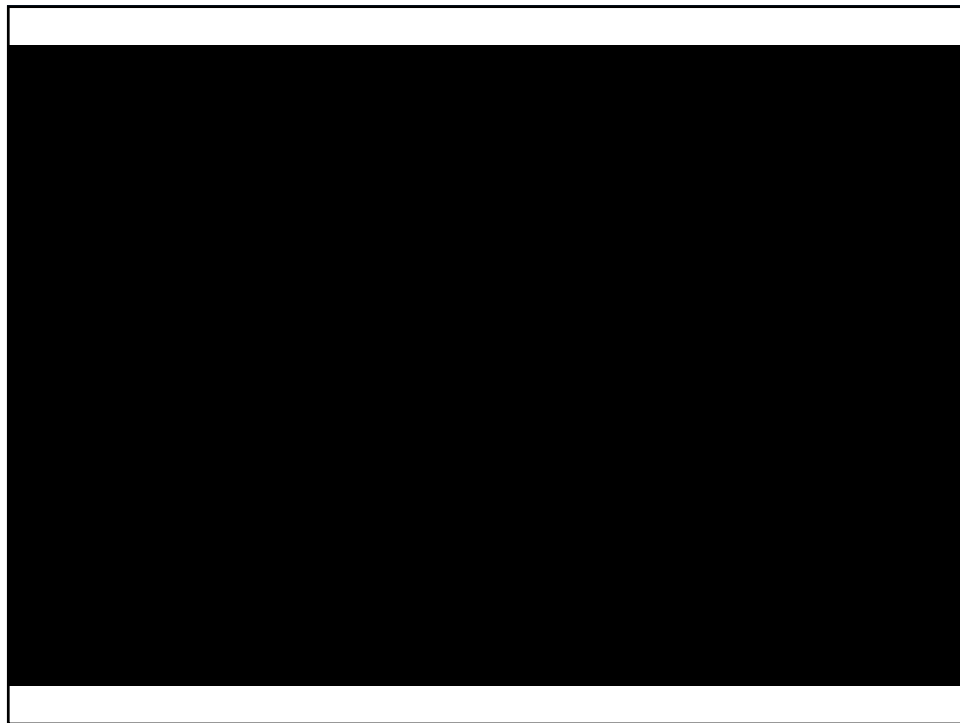


Demonstrating the Core Principles

Evidence of the principle in action may include:

- Awarding dual credits for ECHS and university level courses;
- Developing new courses for credit at the ECHS and university levels;
- Upon regular undergraduate matriculation the university provides tuition reduction or no tuition to students in need;
- Allowing for the transfer of university credits earned in the ECHS to other universities in the state; and
- Funding students enrolled and supported by both the ECHS and university





Reflection Questions

Bryan Collegiate High School

1. What must be present for students to become self-reliant learners?
2. How will coherence across the curriculum be ensured?
3. What steps could be taken to recruit college faculty as mentors for students?
4. What are ways that ECHS students can become more connected to their community, and particularly to businesses?
5. What evidence of the Core Principles did you notice on this video?



Texas Early College High School: Profiles in Partnership Series

Judson Early College Academy (JECA)

Judson Independent School District

School Project

Reflection Questions

Judson Early College Academy

1. How can parents be involved alongside their student?
2. How will the culture of your school represent the goals of an ECHS?
3. During the planning and initial year of the ECHS, how will the expectations for student success be communicated to students, parents, and the community?
4. What evidence of the Core Principles did you notice on this video?



School Project

Reflection Questions

Rapoport Academy

1. How could mentoring and internships be integrated into your ECHS?
2. What bridges will be developed to link the curriculum to the “after college” expectations for the students?
3. How can college and ECHS faculty interface, particularly in ongoing relationships, to foster a seamless academic experience for students?
4. What evidence of the Core Principles did you notice on this video?



School Project

Reflection Questions

Harlingen ECHS

1. What steps could be taken to co-deliver instruction (ECHS and college) that supports students' progress?
2. How could vertical department teams of college and ECHS faculty be organized, when would they meet, and what are the expected outcomes?
3. What support systems do the ECHS provide that remove barriers to student success?
4. What evidence of the Core Principles did you notice on this video?



Partnership in Action: Athens ISD & Trinity Valley Community College



Athens ISD: Why ECHS?

Henderson County Data

Population 25 years and over	53,949	Henderson County	US
High school graduate or higher		77.5	84.6%
Bachelor's degree or higher		13.8	27.5%

Source: US Census Bureau 2009



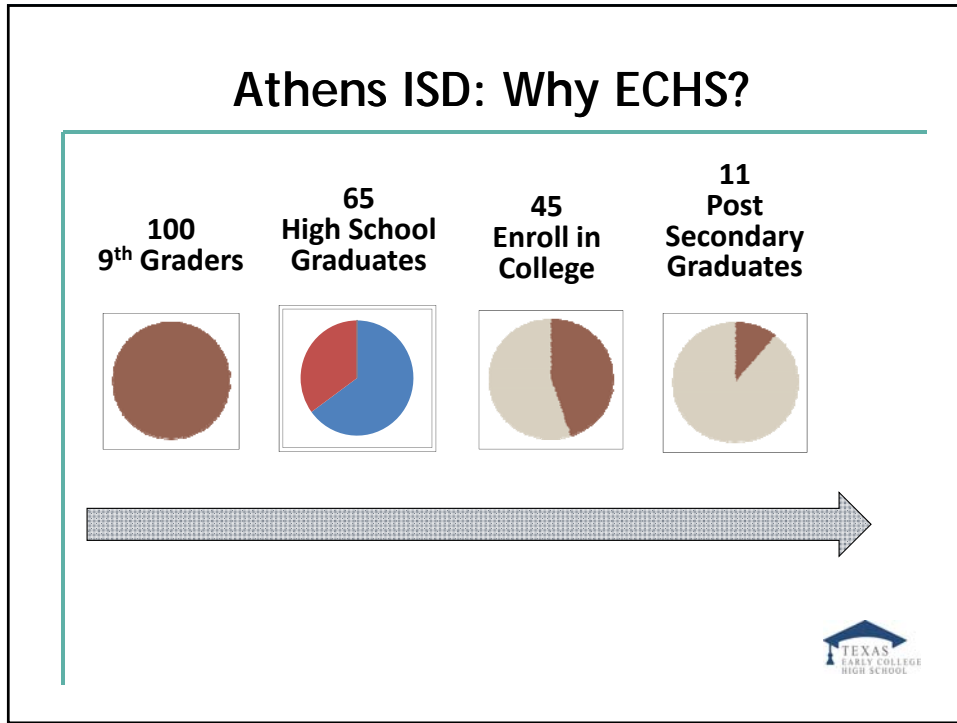
Athens ISD: Why ECHS?

Henderson County Data

	HENDERSON COUNTY	UNITED STATES
Families below poverty level	13.2	9.9%
Individuals below poverty level	17.4	13.5%


Source: US Census Bureau 2009






Trinity Valley Community College : Why ECHS?

- Why did TVCC chose to engage in the ECHS model?
- What are the benefits that drew TVCC to engage in the partnership?





Athens & TVCC: Partnership Arrangement

- Tuition and fees are paid by **TVCC**
- Textbook Rental/Discount from **TVCC** with books
- Frontload registration with our students
- Summer school students will register as “normal” and dual credit students to get the college experience



Core Principle 1: Target Population

- Year 1: New and all students that applied were accepted (27 students applied)
- Year 2: hottest new thing in Athens - 190 applied out of a class of 246 (77%)
- Year 3/4: focused on a lottery system
- Fidelity of the model
- Tool that helped when anyone questioned our success



Core Principle 1: Target Population

Lottery

1. Established the number of spots for each demographic so the Murchison PINNACLE ECHS fully represented the ISD

Ethnic Distribution: African American	525	15.2%
Hispanic	1,318	38.3%
White	1,577	45.8%
Native American	7	0.2%
Asian/Pacific Islander	18	0.5%
Economically Disadvantaged	2,408	69.9%
Limited English Proficient (LEP)	753	21.9%
Students w/Disciplinary Placements (2008-09)	478	12.7%
At-Risk	1,861	54.0%



Core Principle 1: Target Population

Lottery

1. Established the number of spots for each demographic so the Murchison PINNACLE ECHS fully represented the ISD

Demographic	Percentage	Total Spots
Hispanic	40%	30
White	42%	31.5
African American	14%	10.5



Core Principle 1: Target Population

Lottery

1. Established the number of spots for each demographic so the Murchison PINNACLE ECHS fully represented the ISD

Group	AISD	AHS	PINNACLE
AA	14%	15.5%	15%
Hisp	40%	37%	42%
White	42%	46.7%	42%
Other	4%	1%	1.4%
Eco Dis	70.6%	59%	70%



Core Principle 1: Target Population

Lottery

2. Talk to all eligible students – go visit junior highs, churches, PTAs and be sure that all 8th graders have the information.



Core Principle 1: Target Population

Lottery

3. Create a SIMPLE application. You don't want to lose kids because they won't/can't fill out the application.



Core Principle 1: Target Population

Lottery – Steering Committee

3. Pick applicant names from a hat and fill in the spots. Once you've completed a demographic, add students to a wait-list.

		Name
African American	1	
	2	
	3	
	4	Hispanic
	5	
	6	
	7	
	8	



Core Principle 2: Jointly Accountable

Absolutely a key to our success: a functional, purposeful steering committee

- EHCS principal
- College Representative
- ECHS counselor
- College counselor
- Superintendent
- College president*



Core Principle 2: Jointly Accountable

Steering committee/Collaborative Council

- Monthly Meetings
- Agendas and Minutes
- Share information with teachers, deans, instructors



Core Principle 2: Jointly Accountable

Some issues we have addressed

- Use of college facilities (library, union, etc.)
- Dress code
- Student performance in college class
 - Reporting
 - Different from Dual Credit



Core Principle 2: Jointly Accountable

TVCC Liaison

- Appointed by TVCC
- Paid for by ECHS
- ECHS Employee
- Handles all aspects of communication with college
- Helps register students
- Textbook coordinator
- ID Coordinator
- Much..Much More



Core Principle 3: Blended Program

- College IDs for all students
- Use of the college campus – dedicated classroom space and building
- In years 1 and 2, at the college in the morning and at the ISD building in the afternoon
- Exposed students to the college setting even if in a high school class
- Allowed free and reduced lunch students to eat breakfast (before getting on bus to go to college) and lunch (upon return to ISD building)
- Allowed students to participate in after-school activities at high school



Core Principle 3: Blended Program

February 22, 2010

Local agreement made with UT-Tyler to give Pinnacle support

Robby Robertson
The Athens Review

Athens — The Athens Independent School District and Trinity Valley Community College entered into a agreement with the University of Texas at Tyler to offer support to the Pinnacle Program and its students.


The agreement was signed at a press conference at the AISD Support Center Friday with local and state-wide officials on hand.

"We don't really do signings like this, but we just think this is a big deal," AISD Superintendent Dr. Fred Hayes said. "We feel



Athens ISD, TVCC and UT Tyler dignitaries were on hand Friday to sign an agreement with the Pinnacle Program. Picture, from left, are AISD Board President Steve McElhany, AISD Superintendent Dr. Fred Hayes, TVCC President Dr. glendon Forgey and UT Tyler President Dr. Rodney H. Mabry. (1 of 1)





MEMORANDUM OF UNDERSTANDING

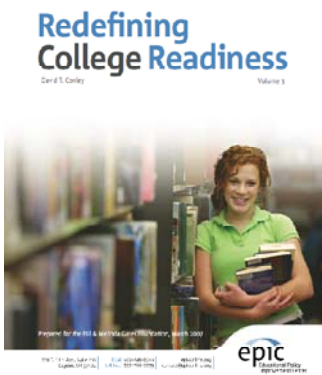
ADMISSION OF PINNACLE ECHS STUDENTS TO THE UNIVERSITY OF TEXAS AT TYLER

This document will serve as a Memorandum of Understanding (MOU) among **Athens Independent School District (Athens ISD)**, **Trinity Valley Community College (TVCC)**, and **The University of Texas at Tyler (UT Tyler)**, herein called the partners, for the creation of a partnership to assure a smooth transition for graduates of the PINNACLE Early College High School program to a four year university.


The purpose of this agreement is to outline the collaboration of the partners, as listed above, in creating a smooth transition for students graduating from the Athens ISD PINNACLE (Participating In Novel Networking And Challenging Learning Experiences) Early College High School (ECHS) program into the four year university experience on UT Tyler's campus in Tyler, Texas. The ECHS is a smaller learning community within the comprehensive high school in Athens, Texas. The purpose of the ECHS is to provide students who are highly capable, yet are economically disadvantaged, underrepresented in the college going culture, at-risk for not

Core Principle 4: Student Supports

Four Key Dimensions of College Readiness



- **Key Cognitive Strategies**
 - Critical thinking, problem solving, evaluating, inquisitives, interpretations, analytical thinking, precision
- **Key Content Knowledge**
 - Writing Skills, algebraic concepts, big ideas from core subjects, key foundations content
- **Academic Behaviors**
 - Persistence, study groups, time management, awareness of performance, syllabus use, study and note taking skills
- **Contextual Skills and Awareness**
 - Admission requirements, cost of college, purpose of college culture, relationships with professors



Core Principle 4: Student Supports

MANDO !!

1. Draft of students to each faculty member (10 seconds a teacher per student)
2. Students are placed in Mando from 4-7pm
 - Teacher/college tutor support



Core Principle 4: Student Supports



Core Principle 5: ECHS Advocacy

- Rotary Meetings
- School Board Meetings
- Student service projects – each elementary school and nursing homes
- Highlight in the news



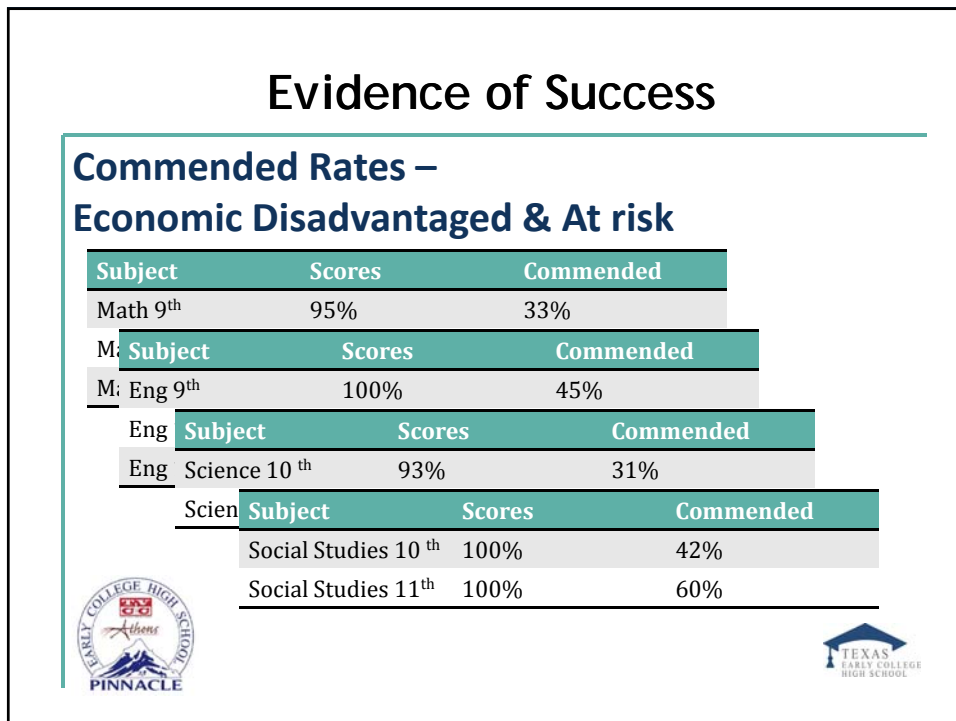
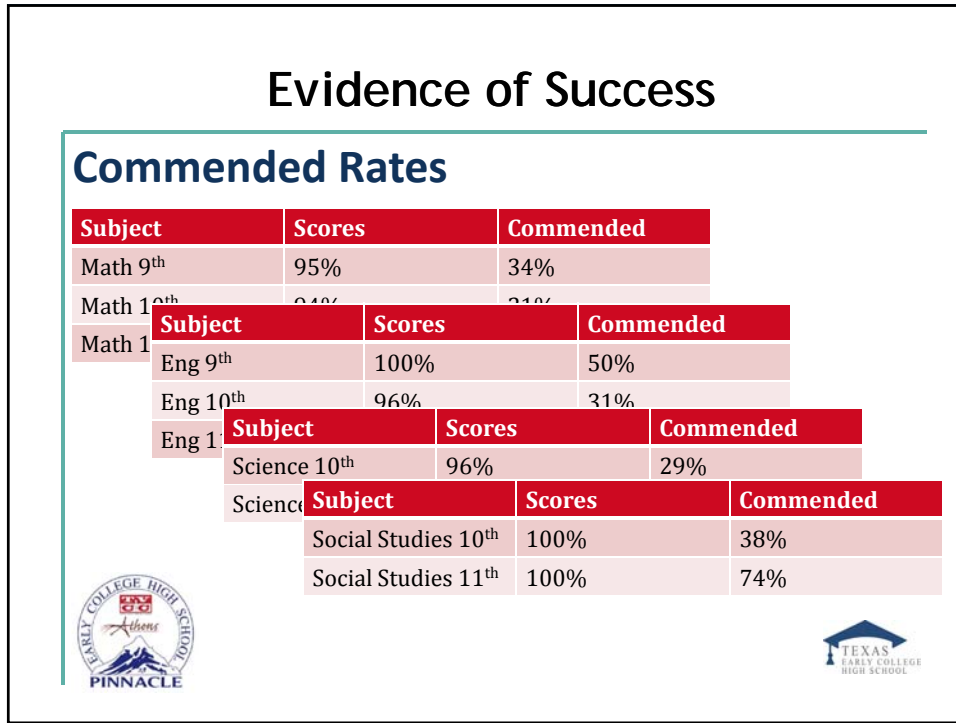
Evidence of Success



"Griselda is a student at Athens High School in the Early College High School program. Her high school graduating class will be graduating this May 2012. She is graduating high school in just three years with her associate's degree from Trinity Valley Community College. She will be the first in her family to receive an Associate's Degree. She is also the first Athens High School student to graduate with an Associate's Degree and the first Early College High School student at Athens to graduate with an Associate's Degree."

--- Dr. Forgey, President of Trinity Valley Community College





Evidence of Success

College Completion Rates

Total Hours attempted	Total Hours Earned	Percent	
1933	1970	102%	**over 100% due to AP Exam Scores
1933	1902	98%	** without AP Exam Scores
GPA's			
4.0	19	14%	
3.5-3.9	34	26%	
3.0-3.49	36	27%	
2.0-2.99	38	29%	
Below 2.0	6	5%	Average GPA



Q&A: Athens ISD & Trinity Valley Community College




Documenting Partnership Structures: Memorandum of Understanding



MOU: What? And Why?

What?	<ul style="list-style-type: none">• Memorandum Of Understanding• Legal document• Defines agreement between parties
Why?	<ul style="list-style-type: none">• Required of all ECHS• Define the partners commitment• Ensure sustainability of program design



Minimum Requirements

1.	Curriculum Alignment
2.	Courses of Study
3.	Instructional Materials
4.	Instructional Calendar
5.	Administration of statewide instruments
6.	Eligibility of students for financial assistance
7.	Student enrollment and attendance
8.	Grading periods and policies
9.	Provisions for discontinuing ECHS operation



Curriculum Alignment

Support Degree Plan

Blended Curriculum

- Availability of courses
- TSI cut-off scores
- Shared professional development plans
- Content crosswalk
- High school vs. College transcripts



Instructional Materials

Textbooks

Course Materials

- Multi-year textbook agreement
- Textbook rentals
- Exploring multiple vendors
- Flexible & creative sourcing



Instructional Calendar & Statewide Instruments

Instructional Calendar

TAKS / EOC

- ECHS access to college on college off days
- College class during TAKS / EOC
- College class on district off days
- Administration of TSI



Eligibility for Student Financial Assistance

Tuition / Fees

Textbooks

- Textbook support from local or community foundations
- College development office fundraising for ECHS
- Partnerships with four-year colleges to provide scholarships to ECHS students



Student Enrollment & Attendance

Accurate Count

Reporting

- Alternate attendance taking times
- TEA calendar waiver
- Modification of ECHS calendar to match college
- Optional Flexible School Day



Grading Periods & Policies

Grade Scales

Reporting Periods

- Grading schedule, district vs. college
- Grading scales, district vs. college
- Student GPA @ ECHS & college
- Effect of ECHS policy on students compared to other students in state
- Feedback from college for student supports



Provisions For Discontinuing ECHS

Grades	2011-2012	2012-2013	2013-2014
9-12	Serve 9-12	Serve 12	<u>CLOSE</u>
9-11	Serve 9-11	Serve 12	<u>CLOSE</u>
9-10	<u>CLOSE</u>		
9	<u>CLOSE</u>		



In the Process of Discontinuation

DO NOT

Enroll any additional students under the ECHS model in grades that have been phased out.

DO

Continue to meet all of the required design elements and provide full support for all students enrolled under the ECHS Model.



MOU Pitfall: Charging Students

DO NOT

Charge students for a course used for high school credit.

The limitation on charging students also applies to the following special circumstances:

- Summer classes
- Re-taking a class due to failure
- Re-taking a class in order to obtain a higher grade
- Re-administration of a college placement exam
- Required fees charged by the college



MOU Pitfall: Process for Review

DO

Experiment and change based on student needs for the first several years of ECHS operation.

Ensure the MOU contains provisions for review and adjustment yearly in order to accommodate change.

Consider who will review and how changes will be handled.



Exit Ticket: Partnership Reflection



Partnership Reflection

3

- List 3 features of ECHS partnerships that are NOT present in traditional dual credit partnerships.

2

- Give 2 pieces of evidence supporting the ECHS Core Principles that you would like to see in your program.

1

- State 1 idea for innovation in partnership you want to explore this year.



Complete 3-2-1 Exit Ticket as a Design Team



Email the Exit Ticket to the Design Coach



Create agenda items related to partnership and the MOU to discuss at the next design team meeting.



Planning Year Event Canceled

September 14, 2011 Cedar Hill Collegiate Site Visit

Focus on Early College Design

Location: Dallas, TX

Time: 1 Day

Required Participants:

- Representatives from District and College
- Maximum 3 participants



Produced by:

Texas Education Agency | Texas High School Project

Texas Early College High School Initiative

For more information please visit:

www.txechs.com

Or send an email to:

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